

# SPEED DATING

## FUN (sample unit work)

*Use the following information as an inspiration for your unit planning. remember to include all elements of the unit from the course outline. The headings are included in this document - however there are parts of this document that would need to be filled in. Use your classroom observations (under the Unit Experience assignment) to help you and guide you in the completion of all the work required. YOU DO NOT HAVE TO CARBON COPY this document - together with the lessons completed in class and the discussion work we will do together as a group, this is just a sample of what your unit could be like. Good luck!*

Valeria

### Goals

- Audience ...
- levels ...
- prior knowledge ...
- overall focus ...
- timelines...
- overall SL theories and models used in the plan
- overall approach of the unit (why you decided to do things the way you did)

### Objective

*This section should provide the overall objective of the entire unit. Think of this as the encompassing reason for doing everything you will want your students to do during the entire duration of the unit.*

Through this unit students will engage in a speed dating fun final activity, where each one will talk for about a minute about themselves and to each other, learning to know about each other made up personalities. Then students will decide who to pick from their speed dating session and make a plan for their date. In order to complete these tasks students will need to:

1. create and select a new identity - a new personality, totally made up.
2. be able to determine the following elements about and around their personality:
  1. name,
  2. a nick name
  3. age,
  4. origin,
  5. generic likes (at least 2);
  6. generic dislikes (at least 2);
  7. places they like in the city (at least 2);
  8. movies and music (talk about it);
  9. one thing they truly love;
  10. one thing they truly hate;
  11. something about their personality (a quality and a description);
  12. things they like in a person (at least two)
  13. how to plan for a simple date (day of the week, time and place to go - maybe even adding how to get there)
3. make a plan for a date with a person from the speed dating exercise ; decide where to go, when and what time

## POS OUTCOMES

*This is where you will add the quoted outcomes from the POS of your language. These will need to fit the level and audience you expect to teach the unit to. Everyone of the outcomes MUST be met through the entire unit. This means that each outcome should be included at least once (preferably twice) throughout the lessons in your unit. Not every outcome in every lesson. remember that outcomes should never be taught alone.*

Select at least 6 amongst the different sections of the POS (at least 3 from the Application section; one or two from the global citizenship; one from language competence and one from strategies)

- ....
- ....
- ....
- ....
- ....
- ....
- ....

## Materials

*This is the overall space where you will include the general categories of material you will need to complete the unit. Use categories such as worksheets, assessment handouts, video clips from different sources, overhead projectors, etc. It would be nice if you had an overall organization chart that you can refer to for teaching the unit as suggested below. List and ID your material and then add it to the end of your binder or box where you will include all your resources.*

Specify materials for the entire unit (including pros, activity sheets, etc. Organize in logical fashion (examples below)

- by lesson
- by activities
- by organizing tools (box of practice activities, box of input activities, etc)
- ....
- ....

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## Project final task - details

*Restate the final goal of the unit in a RAFTS fashion.*

Use a RAFTS

You are an imaginary self seeking a partner. You will try out the speed dating technique and meet 6 new people in less than ten minutes. Then you will select your partner and plan a date with them.

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## Lesson Plans

*This is the summary of the body of your work. Use this section like a table of contents. you can organize this in a table fashion if that helps you. This section has the overview of all lessons in the unit, according to the details below. Later on you will treat each lesson individually, ensuring*

*that the information in the summary and the specific lessons matches. This section will give you the opportunity to see your unit as a whole.*

- I. indicate aligned to timeline the different lesson plans
  - I. this will unit will unfold through 6 lessons of about 20 minutes each. Students will accompany each lesson with some homework (through homework sheets) and will use cheat sheets if need be to complete all assigned work. The last lesson is the unit project (see RAFTS).
- list title of every lesson plan
  - A FUNNY LADY (1)
  - ME, MYSELF AND WHO I WANT TO BE (2)
  - PLACES TO GO, THINGS TO DO (3)
  - I REALLY LIKE... (4)
  - TRYING OUT NEW THINGS (5)
  - SPEED DATING DAY (6)
- a brief overview of the lesson (in a narrative form)
 

*consider just taking the lesson objective and summarize that in here*
- connect the lesson plans to the main objective (each some how with a justification of that lesson in connection to the main objective)
 

*this is important - justify in a sentence of two how the lesson fits in the overall unit plan*
- connect the lesson plan to at least one or two POS outcomes
 

*again, this info will be in the detailed lesson plan - just cut and paste to have the overview ready*
- connect the activity choices with SL theories and methodologies
 

*again just a brief overview of the SL theories each lesson will focus on*
- evaluation key elements and activities including materials (formal and informal; summative and formative examples)
 

*mention the key opportunities for evaluation - these will give you the idea on how you know you have reached your goals in each lesson*
- at least two alternative options and activities in each lesson to allow your students to succeed
 

*these can be copied from the lesson plans - and even just mentioned. i.e. if this activity does not work, I would try to ..... / in order to keep students attentive I will ensure that I have at least another two back-up activities in the plans...*
- resources and references for materials used
 

*just list what you will then describe in detail in the lesson plans*

- ensure each activity or group of activities is labeled according to BSLIM

*this is where you list how many INPUTS/GETTING ITS/USING ITS?, etc... you will use in each lesson. In the lesson plan specifics you will add the actual reasoning behind each activity label according to BSLIM*

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## Final Reflection

On planning experience as whole  
 on activities and challenges found along the way  
 on how the planning fits the SL theories and models discussed in class  
 on personal goals and changes through the experience

*This should be completed at the end of your work. include in here the conversation elements that you will have discussed with me at our mid-unit meeting. This element of the unit is very important - be as detailed as you can.*

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## Resources

*list here al resources outside of your own creation and work (including textbooks, CDs, links, etc.)*

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## OPENING LESSON PLAN - A FUNNY LADY...

This lesson plan sets the stage of the final product/task of the unit. Getting students into the mood of the speed dating final activity.

I will use two sample ideas to set the mode: a video clip on speed dating technicalities and a short drama presentation activity to get students to know about a funny lady looking for a date.

After the introduction activities, I will explain to students what are the specifics of the unit and how I plan to get there.

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### timeline of lesson in unit

-  First lesson of the unit
-  20 minutes
-  this lesson must ignite students motivation and lower levels of anxiety
-  this lesson will be mainly an input for the idea of the final product, the RAFTS and the overall work of what students will have to learn and practice to feel competent for the final task

### lesson learning objective

*By the end of this lesson students **will feel motivated** to complete the final unit project (speed dating day) and will have **practiced the pronunciation** of at least 10 different italian names. They will also **pick a name** for their made up personality.*

*I will know I have reached this objective by:*

- *seeing how students react to the final project idea*
- *expecting smiling faces and hearing some talk and planning on whom they wish to be*
- *listening to their pronunciation of italian names in the activities with the name cards*
- *receive their message on Blackboard about the name of their made up personality*

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## POS outcomes in lesson

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## SL connections and reflections

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## BSLIM ACTIVITY SEQUENCE

*the information below is only a very skeleton-like idea of the activities I will present and work with in class. YOU MUST EXPLAIN ALL THE DETAILS OF EACH ACTIVITY IN YOUR UNIT WORK - make a summary on the style of the teacher does/teacher/says - students do/students say as you have practiced in your FT sessions. You can and should re-use anything completed before in class. the unit is putting all the pieces together. Here I only give you the idea of one type of detailed explanation for an activity.*

- I. INTRODUCTORY SET - show students the video clip from you tube about speed dating content
  1. use video clip
  2. ask questions to students on what they have seen and write down what they think this is connected to with the unit
  3. link :
  4. need a computer and projector

5. write down students contributions on poster
2. Drama presentation - the Funny Lady... - INPUT
  1. Input - on task, on language, on pronunciation, vocabulary and functions
  2. use the activity sheets for students to follow along to understand what the lady says and who her nice ideal partner could be
  3. guide students to completion of activity sheets  
*Teacher hands out working and cheat sheets (see material for lesson - the Funny lady presentation sheets).*  
*Teacher is dressed up in a funny character clothes. She walks around and uses a lot of body language to explain who she is, what she does, what she likes, etc.*  
*Teacher introduces her made up personality and speaks only in TL.*  
*As teacher speaks and moves around, dramatizing the whole presentation (being funny) she invites students to listen to her and fill in the worksheet.*  
*Students look at teacher, follow along the worksheet and complete it. Students can talk with partner if needed.*  
*At the end of the mini-presentation the teacher goes over the worksheet using the overhead, ensuring students feel they have understood the key information.*  
*Material needed - props for funny presentation; handout worksheets; one copy of the worksheet to complete together through overhead projector; possible flash-cards to state the key information.*  
*time expected to take - no more than 5 minutes for the presentation and 2 for the correction of the work on the overhead*  
 ....  
 .....  
*Activity label explanation: (indicate here why this is an input)....*  
 ....  
 ....  
*Activity connection to SL theories - (indicate here at least 2 key connections; i.e. affective filter because....; and kinesthetic learners, because....)*  
 ....  
 ....  
 .....
3. Finish with one/two practice activities (GET IT)
  1. read different names of people to get a gist of Italian pronunciation rules
  2. use name cards  
*explain activity in style of example above*
4. Tell students what to look forward to for next time and pick name for their made up personality



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### evaluation elements

*these could simply be, like in the case of this introductory lesson, just a couple of statements of what you expect to see at the end of the lesson. I am in this case restating what was indicated in the lesson learning objective:*

*I will know I have reached this objective by:*

- *seeing how students react to the final project idea*
- *expecting smiling faces and hearing some talk and planning on whom they wish to be*
- *listening to their pronunciation of italian names in the activities with the name cards*
- *receive their message on Blackboard about the name of their made up personality*

*when and if you need to, include the use of evaluation worksheets and activities (especially for formative evaluation)*

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### possible changes in lesson

*Indicate in here one or two ideas on how the lesson could take a different turn. My narrative example is below:*

*I expect students to be quite attentive to this introductory lesson. My understanding is that students have little or no knowledge of the language (italian) but they are all SL speakers one way or the other. Hence I count on their background knowledge to be able to complete the three activities planned.*

*I plan to use the flash cards to accompany some of the hardest introduction concepts and use labels in Italian to support the meaning of the concept.*

*I plan to be very dramatic with my presentation, use a lot of body language and make my students laugh if need be.*

*If there is no time to complete the name selection part of my lesson I will move that over to the next lesson.*

*If there is time I plan to share the work structure of the following lessons - or keep that for the next lesson plan.*

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## **resources and activity samples**

*The Funny lady worksheet*

*The Speed dating you tube video clip worksheet*

*Overhead of Funny Lady worksheet*

*key flash cards*

*Name cards*

*Unit structure worksheet*

*Then add these in e-format if possible at the end of every lesson.*

## THE FUNNY LADY COMPREHENSION WORKSHEET

*As you see the funny lady do her presentation, follow along and try to fill in the information in this handout. For each piece of information the lady gives you in Italian, read the statements below and select the ones you think applies, by checking the corresponding boxes. At the end of the short drama presentation the lady will correct the information with you as a class.*

	informazione	opzione i	opzione ii	opzione iii
<input type="radio"/>	Il nome della signora e' .....	Matilde	Giovanna	Francesca
	(I think this statement means....complete with your guess) _____			
<input type="radio"/>	La signora cerca....	Un compagno	Un cane	Un'amica
	(I think this statement means....complete with your guess) _____			
<input type="radio"/>	La signora e' una...	maestra	scienziata	giornalista
	(I think this statement means....complete with your guess) _____			
<input type="radio"/>	La signora lavora...	al nord della citta'	in un laboratorio	in un garage
	(I think this statement means....complete with your guess) _____			
<input type="radio"/>	Alla signora piacciono ...	i film dell'orrore	i colori forti	gli insetti strani
	(I think this statement means....complete with your guess) _____			
<input type="radio"/>	La signora guida...	una motocicletta	una mini minor	una bicicletta vecchia
	(I think this statement means....complete with your guess) _____			
<input type="radio"/>	La signora e' davvero brava a...	cantare	cucinare	leggere libri
	(I think this statement means....complete with your guess) _____			

## THE SPEED DATING CLIP FROM YOU TUBE COMPREHENSION WORKSHEET

*As you see clip form the computer, write down at least three things that come to mind.  
For example: what is the video about, what do people do in the video; how do they act with each other....*

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*Keep reference to the language summary below as you embark in this new task-based unit.*

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*People sitting down - persone sedute*

*Person talking - persona che parla*

*People watching and listening - persone che guardano e ascoltano*

*Women sit down - donne si siedono*

*Women move - donne si muovono*

*Men sit down - uomini rimangono seduti*

*Talk for a minute - parlate per un minuto*

*Change seats - cambiate posto*

*Make an impression - Fare colpo*

*What's your story? - Qual e' la tua storia?*

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## UNIT PLANS FOR OUR CLASS

Questa unita' comprende le seguenti classi:

- The funny lady - LA SIGNORA BUFFA - scopriamo che vuol dire - speed dating.

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- Me, myself and who I want to be - IO, ME E CHI VOGLIO ESSERE - inventiamo un personaggio.

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- Places to go, things to do... - POSTI DA VISITARE E COSE DA FARE - impariamo dove andare e cosa fare....

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- I really like... - MI PIACCIONO TANTO... - cose che mi piacciono e cose che non mi piacciono

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- Trying out new things... - PROVANDO COSE NUOVE - ripassiamo quello che sappiamo e proviamo a dirlo.

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- Speed Dating - SPEED DATING - scopriamo chi e' in classe e prendiamo un appuntamento.

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